

Cultural Competency Training: Best and Promising Practices



Robert C. Like, MD, MS
Professor and Director
Center for Healthy Families and Cultural Diversity
Department of Family Medicine
UMDNJ-Robert Wood Johnson Medical School

Faculty Presenter Disclosure



- No discussion of any off-label/unapproved uses of drugs or medical devices
- Consultant and/or speaker for several pharmaceutical (Pfizer), multilingual communications (Network Omni), and medical education companies (Praxis Partnership, Antidote, Eden Communications)

Objectives



- Define the concept and rationale for culturally competent, patient-centered care
- Describe best and promising cultural competency training practices being implemented in health professions educational programs and healthcare organizations

Perspective Matters



***"Maria"* – A Poem**

by Rafael Campo

Institute of Medicine Reports



Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care (2002)

“Healthcare providers should be made aware of racial and ethnic disparities in healthcare In addition, all current and future healthcare providers can benefit from cross-cultural education.”

Crossing the Quality Chasm: A New Health System for the 21st Century (2001)

“Health care ... should be safe, effective, patient-centered, timely, efficient, and equitable.”

What is Cultural Competence?



“The ability of systems to provide care to patients with diverse values, beliefs and behaviors including tailoring delivery of care to meet patients’ social, cultural, and linguistic needs. The ultimate goal is a health care system and workforce that can deliver the highest quality of care to every patient, regardless of race, ethnicity, cultural background, or English proficiency.”

The Commonwealth Fund. New York, NY, 2002

Rationale for Culturally Competent Health Care

- Responding to demographic changes
- Eliminating disparities in the health status of people of diverse racial, ethnic, & cultural backgrounds
- Improving the quality of services & outcomes
- Meeting legislative, regulatory, & accreditation mandates
- Gaining a competitive edge in the marketplace
- Decreasing the likelihood of liability/malpractice claims

Cohen E, Goode T. Policy Brief 1: Rationale for cultural competence in primary health care. Georgetown University Child Development Center, The National Center for Cultural Competence. Washington, D.C., 1999.

Legislation



New Jersey: "Requires Physician Cultural Competency Training as a Condition of Licensure"

Senate Bill 144, signed into law March 23, 2005

<http://www.njleg.state.nj.us>

California: Civil Code §51

"Continuing Medical Education on Cultural Competency"

AB 1195—Chapter 514, effective July 1, 2006

http://www.aroundthecapitol.com/Bills/AB_1195

Washington State: "Requiring Multicultural Education for Health Professionals"

2006 Senate Bill 6194S, signed into law March 27, 2006

<http://www.washingtonvotes.org/2006-SB-6194>



National Standards on Culturally and Linguistically Appropriate Services (CLAS) in Health Care

Final Report

DHHS Office of Minority Health

Federal Register: December 22, 2000, Volume 65, Number 247,
pages 80865-80879 - www.omhrc.gov/CLAS

Emerging Accreditation Requirements and Guidelines



- **Liaison Committee on Medical Education**
- **Accreditation Council for Graduate Medical Education**
- **Joint Commission on Accreditation of Health Care Organizations**
- **National Committee on Quality Assurance**

The Business Case



Why Companies are Making Health Disparities Their Business. The Business Case and Practical Strategies.

National Business Group on Health/Office of Minority Health, 2003.
http://www.omhrc.gov/cultural/business_case.pdf

National Business Group Health Disparities Initiative Promoting Health for a Culturally Diverse Workforce

http://www.wbgh.com/prevention/health_disparities.cfm

Reducing Disparities through Culturally Competent Health Care: An Analysis of the Business Case.

Brach C, Fraser I. Quality Management in Health Care 2002;10(4):15-28.

Evidence Base for Cultural Competency Training



A Methodologic Review of Studies Evaluating Cultural Competence Training of Health Professionals.

Price EG, et al. Academic Medicine 2005 80(6):578-586

Cultural Competence: A Systematic Review of Health Care Provider Educational Interventions

Beach MC, et al. Medical Care 2005; 43(4):356-373.

Commission to End Health Care Disparities



- American Medical Association
- National Medical Association
- National Hispanic Medical Association
- 50+ other leading health professional associations

www.ama-assn.org/go/healthdisparities



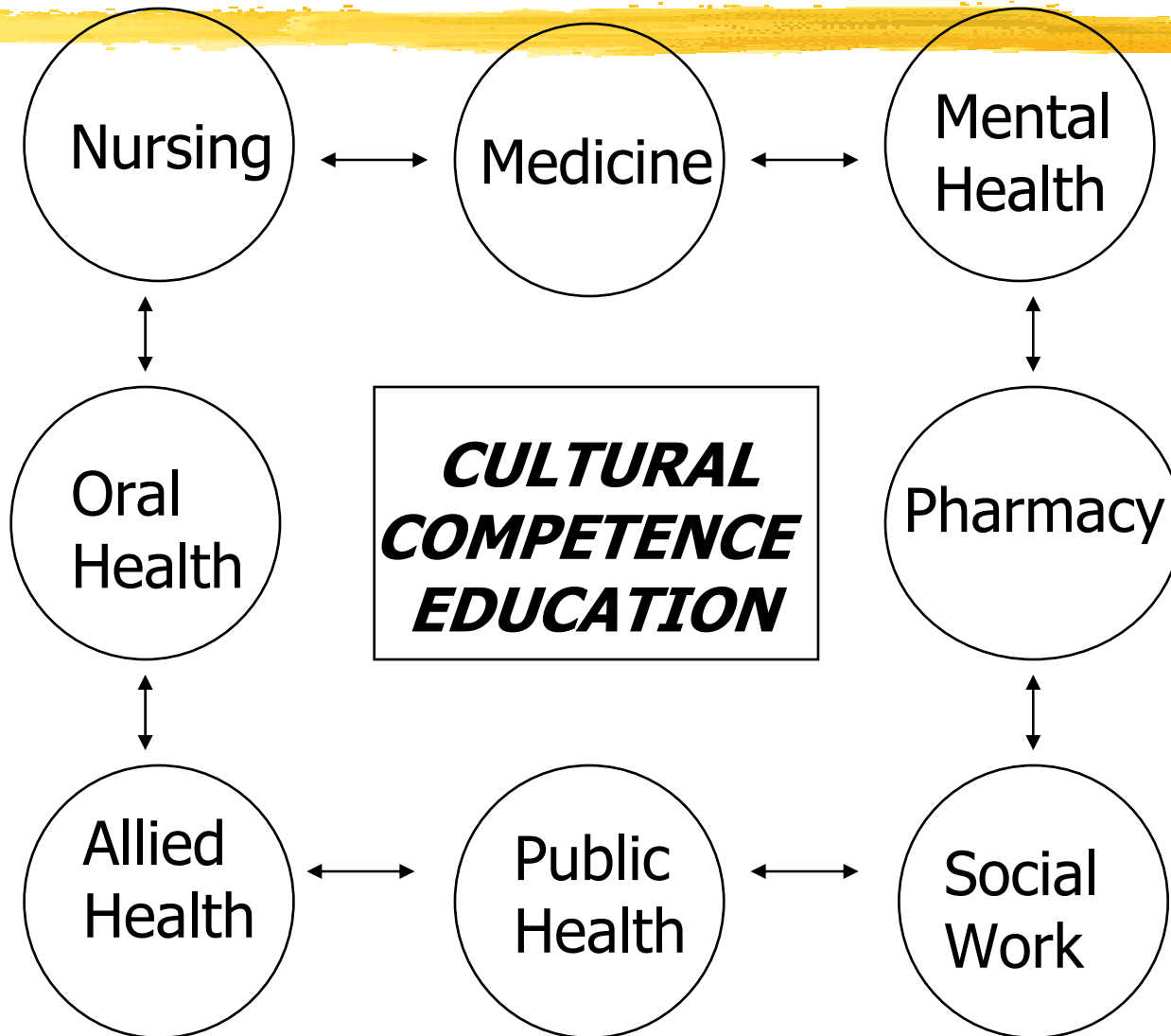
***Working Together to End
Racial and Ethnic Disparities:
One Physician at a Time***

Educational Program produced by
the American Medical Association

www.ama-assn.org/go/healthdisparities



Becoming a Culturally Competent Health Care Professional



Professional Medical Organizations



The following are some of the specialty groups that have published guidelines and/or policies relating to the care of culturally diverse populations:

- Society of Teachers of Family Medicine
- American Academy of Family Physicians
- American Academy of Pediatrics
- American College of Obstetrics and Gynecology
- American Psychiatric Association
- American College of Emergency Physicians
- American Academy of Orthopaedic Surgeons

The **ASKED** Framework



A - Awareness

S - Skill

K - Knowledge

E - Encounters

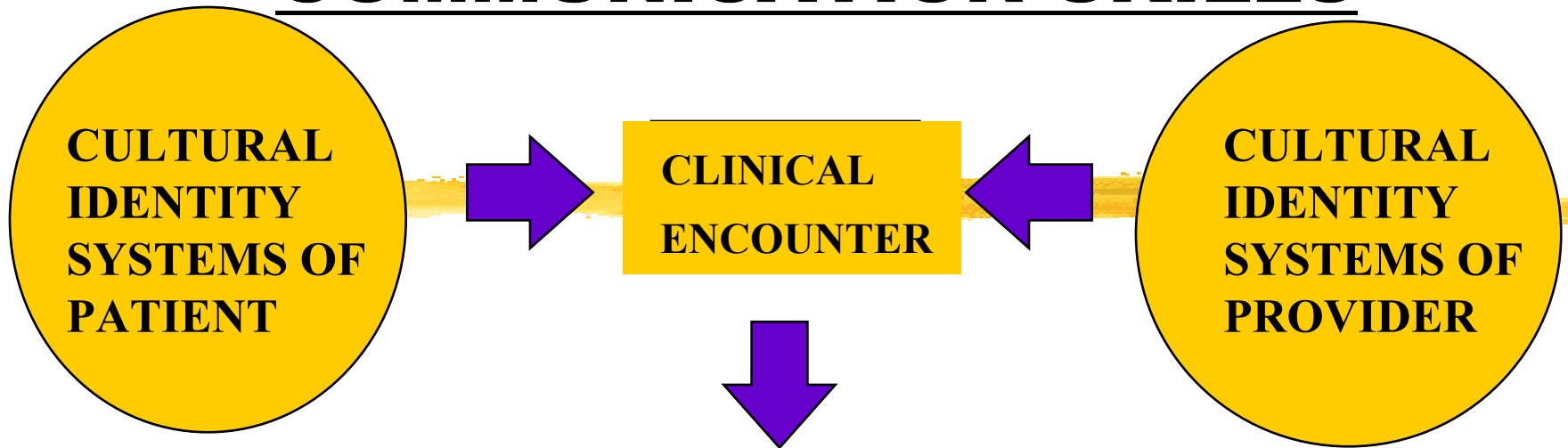
D - Desire

Challenging the “Isms”



- Ageism
- Sexism
- Racism
- Classism
- Heterosexism
- Ableism
- Xenophobia
- Ethnocentrism
- Relativism
- Scientism

COMMUNICATION SKILLS



ISSUES IN THE COMMUNICATION BETWEEN PATIENT & PROVIDER:

**EXPLANATORY MODELS
STEREOTYPING
RAPPORT
SATISFACTION
COMPLIANCE
RESPONSIBILITY**

Hill RF, Fortenberry D, Stein HF: "Culture in Clinical Medicine,"
Southern Medical Journal 83 (9): 1071-1080, 1990.

RESPECT MODEL



R : Respect

E : Explanatory Model

S : Sociocultural Context

P : Power

E : Empathy

C : Concerns and Fears

T : Therapeutic Alliance/Trust

Developed by the Boston University Residency Training Program in Internal Medicine, Diversity Curriculum Taskforce. Published in Bigby J.A., ed. Cross-Cultural Medicine, Philadelphia, PA, American College of Physicians, 2003, p. 20.

Caring for Diverse Populations



- Human Genome Project
- Racial and Ethnic Differences in Pharmacology
- Evidence-Based Multicultural Medicine
- Culturally Responsive Clinical Practice Guidelines and Disease Management
- Complementary/Alternative Medicine

Key Points



- Within-group diversity is often greater than between-group diversity
- There is no “cookbook approach” to treating patients
- Avoid stereotyping and overgeneralization
- An assets and strengths-based perspective is important to maintain
- Every encounter is a cross-cultural encounter




Principles and Recommended Standards for Cultural Competence Education of Health Care Professionals

Cultures in the Clinic Project

Jean Gilbert, PhD, Chair and Editor

Julia Puebla Fortier, Co-Chair and Expert Consultant


Funded by the California Endowment



Transforming the Face of Health Professions Through Cultural & Linguistic Competence Education: The Role of the HRSA Centers of Excellence

<http://www.hrsa.gov/culturalcompetence/curriculumguide>

Funded by the Health Resources and Services Administration



Second Language and Cultural Competency Training for Continuing Medical Education (CME) Credit

<http://www.calendow.org/reference/publications/pdf/cultural/Second%20LanguageCultural%20Comp.pdf>

Funded by the California Endowment

Cultural and Linguistic Competency Training

- Monographs/Articles
- Seminars/Workshops/Courses
- Grand Rounds/Conferences
- Curricular Materials/Simulations
- Community Immersion Experiences
- Multimedia - Videos/CD-ROMs/DVDs
- Websites/E-Learning/Blended Learning

Clinical Cultural Competency Assessment Tools

- Weissman JS, Betancourt JR, et al. "Resident Physicians' Preparedness to Provide Cross-Cultural Care," Journal of the American Medical Association 2005; 1058-1067.
- Thom DH, Tirado MD. "Development and Validation of a Patient-Reported Measure of Physician Cultural Competency," Medical Care Research and Review 2006; 63(5):636-655.
- Campinha-Bacote J: Inventory for Assessing the Process of Cultural Competence Among Healthcare Professionals-Revised (IAPCC-R)
<http://www.transculturalcare.net>
- Georgetown National Center for Cultural Competence
Cultural Competence Health Practitioner Assessment (CCHPA)
<http://www11.georgetown.edu/research/gucchd/nccc/features/CCHPA.html>
- Like RC: Clinical Cultural Competency Questionnaire (CCCQ)
http://www2.umdnj.edu/fmedweb/chfcd/aetna_foundation.htm

Cultural Competency Activities in Health Care Organizations



What is the Current Status?

- ***"No Talk and No Walk"***
- ***"Talking the Talk"***
- ***"Walking the Talk"***
- ***"Talking and Walking"***

ONGOING CHALLENGES



- How do we generate interest, deal with resistance, and support the desire to become more culturally competent?
- How do we address historical and contemporary “isms” and “fears”?
- How do we foster trust and develop meaningful and productive partnerships with diverse communities?

ONGOING CHALLENGES

- How do we evaluate the effectiveness of cultural competency educational programs?
- How do we support, institutionalize, and sustain cultural competence in our academic health centers and health care organizations?
- How do we align the social, economic, and business cases for cultural competency initiatives?

The Need for Cultural Humility

- A lifelong commitment to self-evaluation and self-critique
- Redressing power imbalances
- Developing mutually beneficial partnerships with communities on behalf of individuals and defined populations

Tervalon M, Murray-Garcia J: "Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education," Journal of Health Care for the Poor and Underserved 1998; 9(2):117-124.

Images and Metaphors for Diversity

